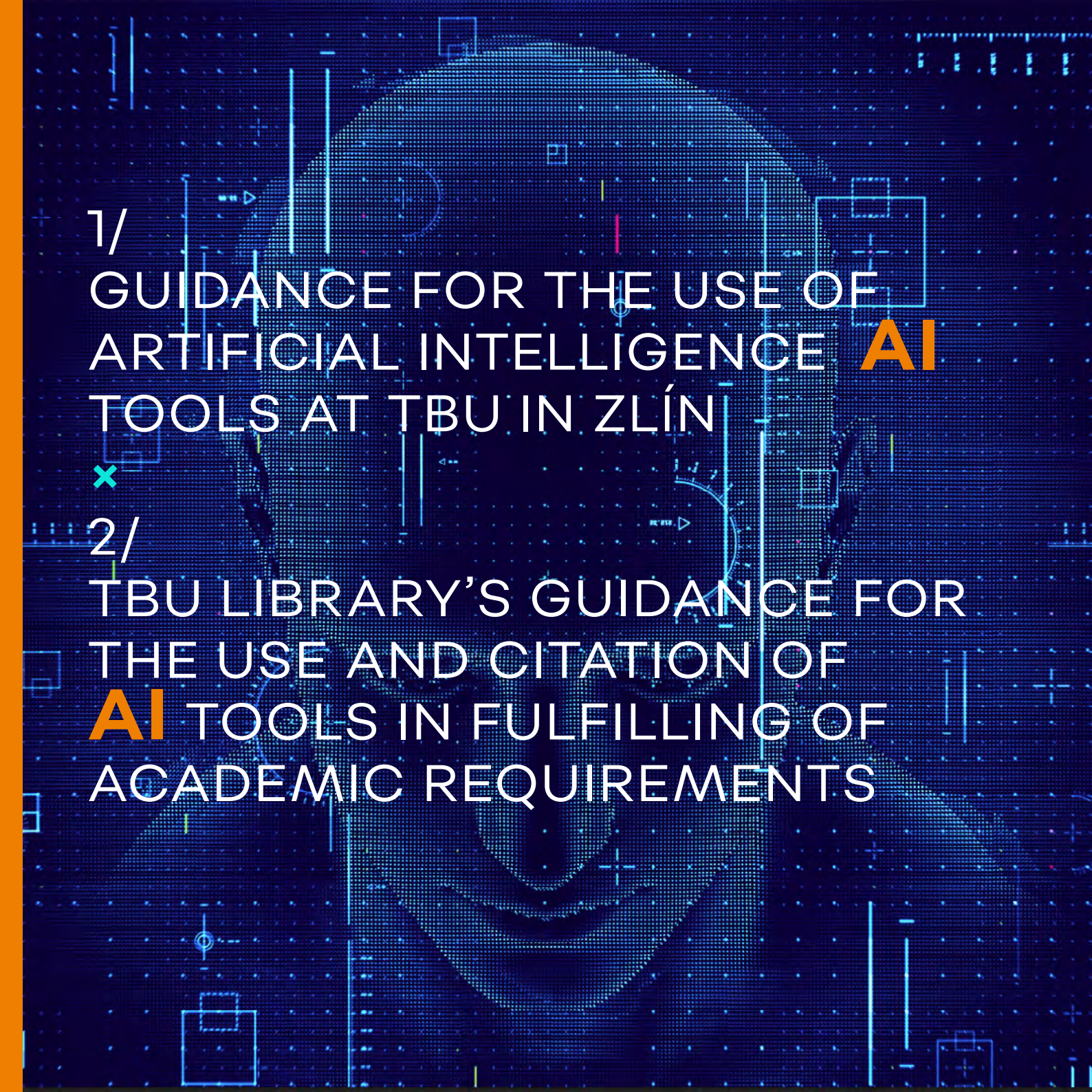




1/
GUIDANCE FOR THE USE OF
ARTIFICIAL INTELLIGENCE **AI**
TOOLS AT TBU IN ZLÍN

2/
TBU LIBRARY'S GUIDANCE FOR
THE USE AND CITATION OF
AI TOOLS IN FULFILLING OF
ACADEMIC REQUIREMENTS



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TBU's Opinion on the Use of AI Tools¹

Recently, artificial intelligence (AI) tools capable of interactively responding to queries and formulating often useful and informative answers have come to the forefront of attention. However, despite their apparent plausibility, the information provided by the AI may be incomplete, incorrect or even totally erroneous. Therefore, when using such tools, the user should be critical, attentive, familiar with the limits of AI, and consistently verify the information obtained from multiple relevant sources. The academic world is a free platform for developing and testing of new technologies, but always respecting laws and good morals. The responsibility for the results obtained by using AI always rests with the user.

TOMAS BATA UNIVERSITY IN ZLÍN:

Respects modern trends associated with the development of artificial intelligence. These trends can, in accordance with ethical principles, contribute, to a certain extent, to enhancement in the quality of education and of the level of knowledge.



Considers the author's own thinking and work to be essential; the information gained through the use of AI tools should be considered only as supporting or additional.



Presenting information provided by AI in verbatim or modified form as the author's own work is considered as plagiarism.



Highlights the dangers of uncritically accepting the information provided by AI..



[1] The opinion is quoted in full in accordance with:
TOMAS BATA UNIVERSITY IN ZLÍN. *Opinion of Tomas Bata University in Zlín on the Use of AI Tools*.
Online. In: Tomas Bata University in Zlín. 15 May 2023.
Available at:
<https://www.utb.cz/aktuality-akce/stanovisko-univerzity-tomase-bati-ve-zline-k-nastrojum-umele-intelligence/>. [cit. 2024-03-18]

→ AI tools

For the purposes of this guide book, artificial intelligence tools are primarily considered to be such tools that are working with the so-called **generative AI**, i.e. capable of **generating various types of content** (text, images, sounds or other media formats, synthetic data, etc.), based on a user's request (i.e. a prompt).

THE MOST FREQUENTLY USED AI TOOLS INCLUDE, FOR EXAMPLE, THE FOLLOWING TECHNOLOGIES:

BASED ON LANGUAGE MODELS (LLM^[2])

→ e.g. ChatGPT, Copilot, Gemini, Claude, Bloom, Jasper AI, Perplexity.ai, LLama, etc.,

FOR VISUAL CONTENT CREATION

→ e.g. Midjourney, DALL-E, Stable Diffusion, Stockimg.ai, etc.,

FOR SUMMARIZATION OF AND SEARCH FOR SCIENTIFIC SOURCES

→ e.g. Consensus.



[2] LLM, „large language model“

→ Ethics for the use of AI tools

It is necessary to be aware of the fact that the inclusion of outputs created by generative AI tools in a piece of creative writing does not relieve the author of the responsibility for the submitted paper/thesis.

These include all academic writings written by students, academic staff and researchers: seminar papers, year-long theses, final academic qualification theses (Bachelor's, Master's, advanced Master's (rigorosum), doctoral, habilitation), academic papers presented at conferences and published in journals, technical reports, etc.

The aim of studying at a university is to acquire specific knowledge and competences, as well as to develop students' own skills and independent work. The aim of scientific work is to develop the author's own hypotheses, knowledge, to make deductions based on observations and known facts, and to subsequently test and verify the veracity of the research results and to make the results available to the public for general benefit.

It is assumed that the creation of a piece of writing is based on the analysis of specialist sources or the author's own research aimed to present the author's own ideas and efforts. By using AI-generated outputs (e.g. copied texts generated by the ChatGPT tool) and submitting and presenting them as a result of their work, the authors would be committing fraud, as the piece of writing would not reflect their own ideas and efforts, which violates the principles of academic ethics and integrity.

No fixed rules regarding the use of AI in the academic environment have been laid down so far, therefore, students should follow the rules set up by the institution. If the university or its component parts have not adopted a clear position on the use of AI, students should discuss the use of generative models with a person in charge (supervisor of the thesis, teacher, etc.).

AT THE SAME TIME, THE TBU CODE OF ETHICS^[3], WHICH IS INCLUDED IN APPENDIX 4 TO THE STATUTE OF TBU IN ZLÍN, EMPHASIZES THAT:

“When writing his/her papers and theses, a student must avoid any form of plagiarism, which means any form of borrowing or rephrasing any text without acknowledging the sources.”

“When being examined or when his/her knowledge is being tested, a student only uses his/her own abilities and knowledge, and must avoid cheating.”

“A student respects his/her own authorship as well as the authorship of his/her colleagues, and adheres to the citation rules and standards.”

“When publishing his/her findings and outcomes, a member of the academic and research staff pays attention to the fact that they must be complete, verifiable and objectively interpreted.”

“In his/her publications, a member of the academic and research staff objectively acknowledges the contribution of his/her colleagues and predecessors, and, when citing, he/she always clearly and exactly acknowledges the relevant reference sources.”

“A member of the academic and research staff presents himself/herself as the author or co-author of the results only in the case that he/she has achieved them himself/herself or has significantly contributed to achieving them in a creative manner; he/she must consistently avoid any form of plagiarism.”



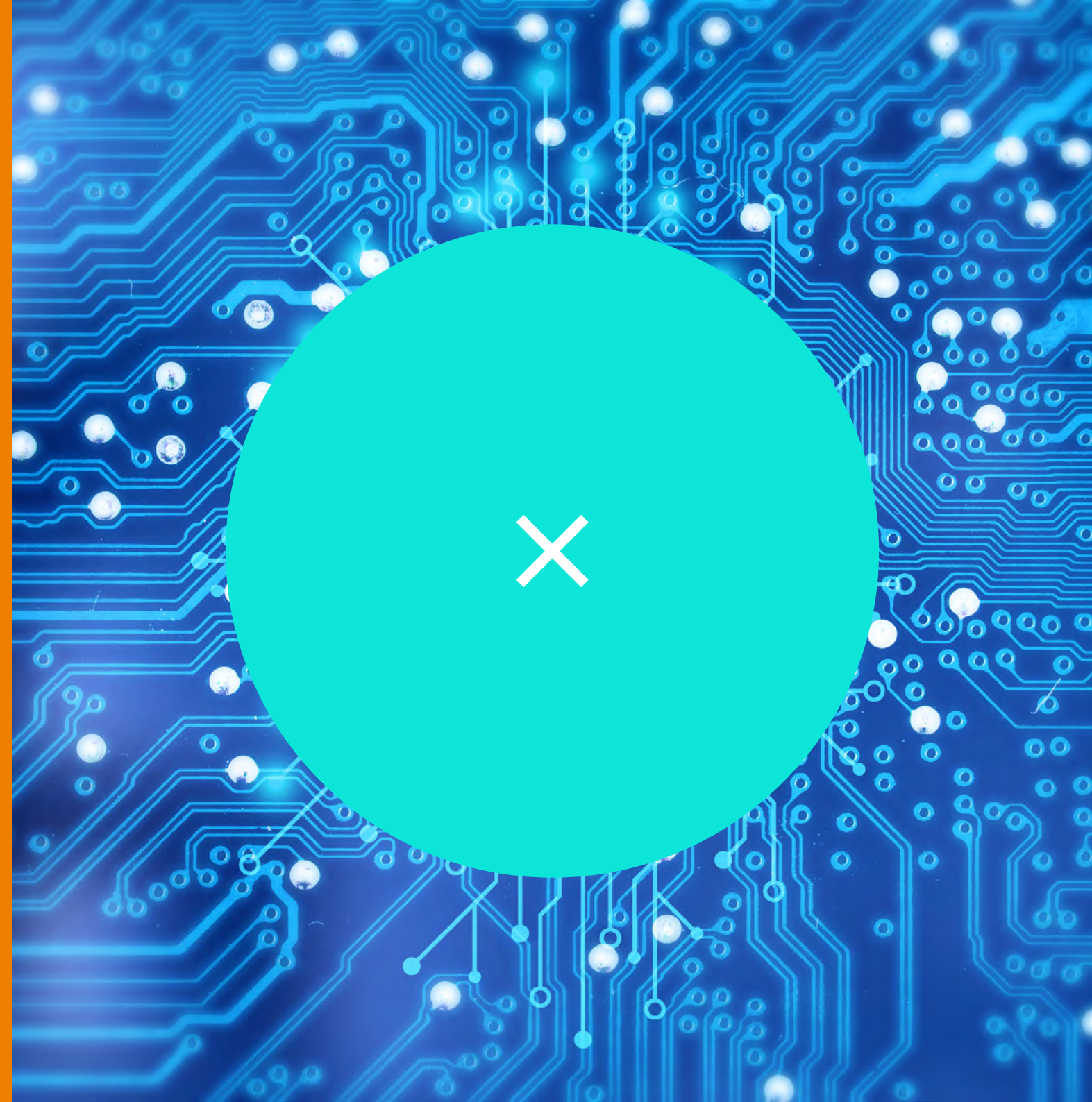
[3] [3] The full text of the TBU Code of Ethics is available at: TOMAS BATA UNIVERSITY IN ZLÍN. TBU Code of Ethics. Online. In: Tomas Bata University in Zlín. 2023. Available at: <https://www.utb.cz/?mdocs-file=53724>. [cited 2024-03-18].

→ Basic guidance for the use of AI tools

It is important to have in mind that the range of knowledge and capabilities of AI tools is still limited. These tools make decisions based on rules they have learned from hard data, but lack the ability to think critically and creatively. Although the answers generated by the AI tools may seem professional and credible at first glance, they can often provide invalid or incomplete information (e.g. ChatGPT does not always link to relevant sources, and in some cases, it may even “make up” the source used).

At the moment, it can be said, as a general rule, that AI-based tools should be used primarily as an auxiliary tool when fulfilling academic requirements, teaching or carrying out R&D and creative activities. They can be used, for example, for advanced grammar and stylistic checks, to outline the structure of a text; they can also be used as a tool to enhance readability and clarity, to formulate a summary of longer passages of text, as a literature search tool or to search for sources of published information, as a source of inspiration, etc.

It is not recommended to use AI tools based on generative models to directly formulate the author's own text, or to generate conclusions, arguments and findings or statements included in the text, which should be formulated by the author himself/herself, thus demonstrating his/her ability to understand the given issue. Moreover, information provided by AI tools should not replace information available in the original sources (but the AI tools can help with their search), where it is possible to clearly refer to the source (and, in the future, trace the source back).



→ Guidance for students

The main aim and mission of university education is the development of creative and critical thinking, the acquisition and development of skills that are crucial for independent, competent and critically thinking professionals. So far, no AI-based tool has been capable of this, and is unlikely to be in the future.

WHEN USING AI TOOLS DURING STUDIES, IT IS ADVISABLE TO OBSERVE THE FOLLOWING GUIDELINES:

Always use AI tools in accordance with academic as well as personal ethical principles.

Use AI tools wisely, responsibly, only as a complementary tool to your own ideas, in order to support creativity and knowledge improvement and the development of study-related skills.

When working on written projects (seminar papers, presentations, academic qualification theses, etc.) always discuss the use of AI tools, resources or technologies in advance. If a teacher, supervisor or Faculty does not recommend the use of AI tools in specific cases, you should respect their decision.

Clearly and transparently state in the appropriate section of your paper/thesis/presentation what tools you have used, to what extent and for what reason, wherever the tools influence the content of the piece of writing. Their use should be cited in accordance with the relevant citation standard. If you use AI tools only for editing of your writing, it is not necessary to acknowledge their use (e.g. apps serving as spelling, grammar and stylistic checkers, apps used to create links, organize source documents or provide an overview of existing publications, etc.).

Always approach the information obtained through AI tools critically and verify its correctness, accuracy, authenticity and relevance. The generated information may be misleading, erroneous or inaccurate.

You – as the author of the piece of writing – are always responsible for the use of AI outputs. The AI tool is not the author of the information; the authorship of the piece of writing is reserved to a natural person or to a group of natural persons.^[4]

Never provide sensitive information or personal information to AI tools. By providing them, you generally agree to the terms and conditions formulated by the providers of the AI tools, and you must assume that the data may be accessed by unauthorized persons or be misused.

Get acquainted in detail with the TBU Library's Guidance for the Use and Citation of AI Tools in Fulfilling of Academic Requirements. [\[see page 23\]](#)



[4] [1] Act No. 121/2000 Coll. (Copyright Act), § 5: "Author is the natural person who has created the work." The full text is available at: CZECHIA. Act No. 121 as of 12 May 2000, on Copyright and Rights Related to Copyright and on Amendment to Certain Acts (Copyright Act). Online. In: *Law for People*. 2010-2024.

Available at: <https://www.zakonyprolidi.cz/cs/2000-121>. [cited 2024-03-18].

→ Guidance for academic staff and researchers

Artificial intelligence is likely to change or influence the scope of work and the performance of many professions in a number of areas of human activity. Therefore, it is also necessary to think about the aims of education, its content, assessment methods and learning outcomes.

LEARN MORE ABOUT STATEMENT AND CITATION PRINCIPLES OF AI TOOLS. A NUMBER OF LEADING PROFESSIONAL PUBLISHERS HAVE PREPARED GUIDELINES FOR THE USE OF AI TOOLS IN CREATIVE ACTIVITIES:

Elsevier: The use of generative AI and AI-assisted technologies in writing for Elsevier = <https://www.elsevier.com/about/policies-and-standards/the-use-of-generative-ai-and-ai-assisted-technologies-in-writing-for-elsevier>

Taylor & Francis: Taylor & Francis Clarifies the Responsible use of AI Tools in Academic Content Creation = <https://newsroom.taylorandfrancisgroup.com/taylor-francis-clarifies-the-responsible-use-of-ai-tools-in-academic-content-creation/>

Emerald: Emerald Publishing's stance on AI tools and authorship = <https://www.emeraldgrouppublishing.com/news-and-press-releases/emerald-publishings-stance-ai-tools-and-authorship>

Sage: ChatGPT and Generative AI = <https://us.sagepub.com/en-us/nam/chatgpt-and-generative-ai-0>

WHEN USING AI TOOLS DURING THE PERFORMANCE OF TEACHING AND R&D AND CREATIVE ACTIVITIES, IT IS ADVISABLE TO OBSERVE THE FOLLOWING GUIDELINES:

Always use AI tools in accordance with academic as well as personal ethical principles.

Stay up-to-date on AI tools.

Try out such tools to see what they can do, how reliable they are, and whether they are applicable to the teaching in your specialization or to your research.

If AI tools are beneficial in your field of expertise, encourage your students to use them.

Share your experience with your colleagues and co-workers.

Give a lot of thought to the manner of incorporating of AI tools in teaching, and to the way of combining them with the teaching methods currently used.

When using AI to create teaching materials and supports, e.g. diagrams, images, charts, etc., pay careful attention to copyright compliance.

Constantly monitor the development and the impact of AI in your specialization and in the society. Adapt your teaching in the context of this development in such a manner as to enable graduates to succeed in the future in the world and in real life, with both of them influenced by AI.

Familiarize students with the TBU Library's Guidance for the Use and Citation of AI Tools in Fulfilling of Academic Requirements. [\[see page 23\]](#)

Encourage your students to take a responsible approach to the use of AI, and remind them of their responsibility for the manner in and the purpose for which they will use the AI tools.

In the classes you teach, clearly articulate the conditions under which students can use AI tools. If you decide not to recommend or even prohibit the use of AI tools, explain your decision to the students.

If you actively use AI tools in the preparation and implementation of your classes, you should inform your students and inspire them with your experience.

When you evaluate students' written outputs and when students process their academic qualification theses, place greater emphasis on monitoring of the process of their creation and on the presentation of such written outputs by students.

When using AI tools, you should proceed with caution; proving their use in an unethical way is very problematic, therefore, it is better to prevent similar situations.

Create an environment of mutual trust between you and your students, thus preventing any suspicion or accusations.

Use AI technology only as a research tool; AI can never be considered the author of the research.

You, as the author, always bear responsibility for the results and their presentation. Be transparent about where and for what purpose you have used AI in your research and in the processing thereof.

When embedding data into generative AI tools, you must make sure that you are authorized to use the data you want to use in this manner. Be very careful when entering personal and other sensitive data. By providing them, you generally agree to the terms and conditions formulated by the providers of the AI tools, and you must assume that the data may be accessed by unauthorized persons or be misused.

Due to the fact that you may provide information of a sensitive nature, it is not recommended to use freely accessible tools for detecting the origin of text, which promise to recognize the use of artificial intelligence tools.

→ Conclusion

The use of AI tools in the academic environment is not legally prohibited, but their ethical use must always be a key consideration. As stated in the TBU's Opinion on the Use of Artificial Intelligence Tools mentioned in the introduction to this Guidance: *"The academic world is a free platform for developing and testing of new technologies, but always respecting laws and good morals."*

→ Reference list

This guidance is based on the following documents:

CZECHIA. Act No. 121 as of 12 May 2000, on Copyright and Rights Related to Copyright and on Amendment to Certain Acts (Copyright Act). Online. In: *Law for People*. 2010-2024.

● Available at: <https://www.zakonyprolidi.cz/cs/2000-121>. [cited 2024-03-18].

✕

LIBRARY OF TOMAS BATA UNIVERSITY IN ZLÍN. *TBU Library's Guidance for the Use and Citation of AI Tools in Fulfilling of Academic Requirements*. Online. Information Education at TBU in Zlín. 2024.

● Available at: <https://iva.k.utb.cz/kurzy/doporuceni-knihovny-k-vyuziti-a-citovani-nastroju-ai-pri-plneni-studijnich-povinnosti/>. [cited 2024-03-18].

✕

MASARYK UNIVERSITY. *Recommendations on the use of artificial intelligence tools in fulfilling study requirements*. Online. Quality Assurance at MUNI. © 2024, updated in May 2023

● Available at: <https://kvalita.muni.cz/kvalita-vyuky/doporuceni-k-vyuzivani-umele-intelligence-ve-vyuce>. [cited 2024-03-18].

CHARLES UNIVERSITY. *For university students*. Online. AI in Education. © 2024, last updated on 23 June 2023.

● Dostupné z: <https://ai.cuni.cz/AI-11.html>. [cited 2024-03-18].

✕

UNIVERZITA KARLOVA. *Pro vyučující na VŠ*. Online. AI ve vzdělávání. © 2024, poslední změna 19. červenec 2023.

● Available at: <https://ai.cuni.cz/AI-12.html>. [cited 2024-03-18].

✕

CHARLES UNIVERSITY. *For researchers*. Online. AI in Education. © 2024, last updated on 23 June 2023.

● Available at: <https://ai.cuni.cz/AI-13.html>. [cited 2024-03-18].

✕

TOMAS BATA UNIVERSITY IN ZLÍN. *TBU Code of Ethics*. Online. In: Tomas Bata University in Zlín. 2023.

● Available at: <https://www.utb.cz/?mdocs-file=53724>. [cited 2024-03-18].

✕

TOMAS BATA UNIVERSITY IN ZLÍN. *Opinion of Tomas Bata University in Zlín on the Use of AI Tools*. Online. In: Tomas Bata University in Zlín. 15 May 2023.

● Available at: <https://www.utb.cz/aktuality-akce/stanovisko-univerzity-tomase-bati-ve-zline-k-nastrojum-umele-intelligence/>. [cited 2024-03-18].

→ Links for inspiration

- European Union and AI:

<https://www.europarl.europa.eu/topics/cs/topic/artificial-intelligence>

✕

- Inspiration for the use of AI tools:

<https://aireaktor.ujep.cz/category/clanky/>

✕

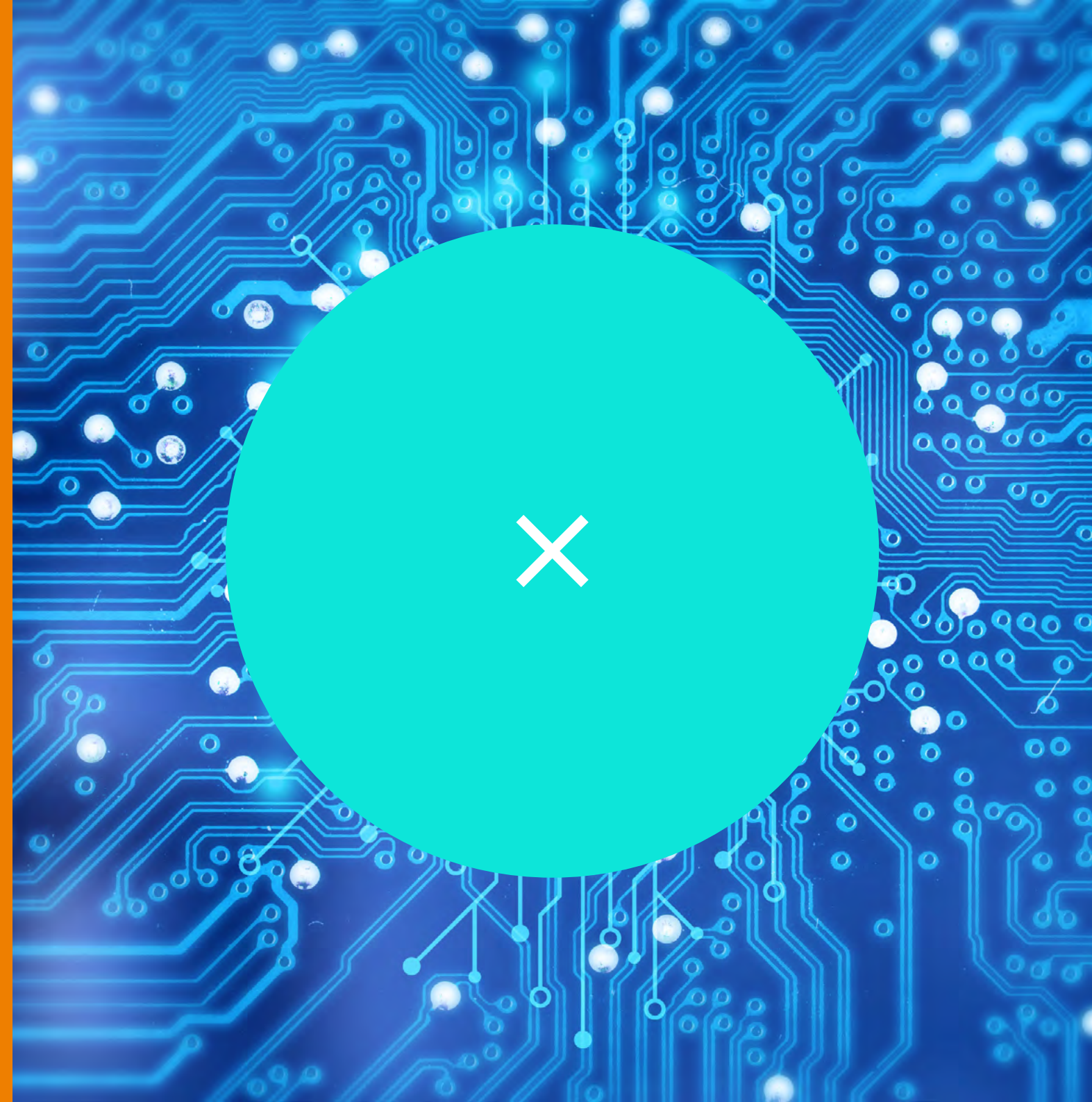
- E-Bezpečí and AI project (implemented under the auspices of the Faculty of Education of Palacký University Olomouc):

<https://ai.e-bezpeci.cz/>

✕

- Elements of AI - free online course::

<https://www.elementsofai.cz/>





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→ Citation when using AI tools

When using and citing AI tools in the Czech environment, every person should always adhere to the Act No. 121/2000 Coll. (Copyright Act), especially § 5, which states in relation to authorship that: “Author is the natural person who has created the work.”^[4]

THEREFORE, THE AI TOOL IS NOT THE AUTHOR OF THE INFORMATION;
THE AUTHORSHIP OF THE PIECE OF WRITING IS RESERVED TO A NATURAL
PERSON OR TO A GROUP OF NATURAL PERSONS.

**HOWEVER, FROM THE POINT OF VIEW OF THE ETHICAL ASPECT
OF AN ACADEMIC PIECE OF WRITING, IT IS NECESSARY TO
TRANSPARENTLY DECLARE THE USE OF SUCH TOOLS AND
PROVIDE REFERENCE TO THE SAME TOOLS.**



[4] The full text is available at:
CZECHIA. Act No. 121 as of 12 May 2000, on Copyright and Rights Related to Copyright and on
Amendment to Certain Acts (Copyright Act). Online. In: *Law for People*. 2010–2024. Available at:
<https://www.zakonyprolidi.cz/cs/2000-121>. [cited 2024-03-18].

→ In what cases should we cite AI tools?

We recommend citing and declaring the use of AI tools whenever the use of AI tools **directly affects the content of the piece of writing**, i.e. when it includes a direct quote, paraphrase or any content (text, image, data, etc.) that has been created by an AI tool.



If you only use AI tools to **formally edit your piece of writing**, it is not necessary to acknowledge their use (e.g. apps serving as spelling, grammar and stylistic checkers, apps used to create links, organize source documents or provide an overview of existing publications, etc.).



In this context, we would like to point out that information obtained through AI tools should not replace **information available in the original sources** (but AI tools can help with their search), where it is possible to clearly refer to the source and its author (and, in the future, trace the source back). It is necessary to approach the information obtained and generated through AI tools critically and verify its correctness, accuracy, authenticity and relevance.

→ → General citation of AI-generated outputs

THE BASIC CITATION ELEMENTS FOR CITING OF AI TOOLS AND OF AI-GENERATED OUTPUTS INCLUDE:

- AUTHOR OF THE QUERY
- SOURCE NAME (description of the request/query/prompt entered)
- NAME OF THE AI TOOL (e.g. ChatGPT)
- AI TOOL VERSION (date of the specific version)
- NAME OF THE COMPANY THAT HAS CREATED AI
- DATE ON WHICH THE OUTPUT CONTENT WAS CREATED
- URL ADDRESS OF THE AI TOOL (or unique URL of the chat, if available)

→ → CZECH TECHNICAL STANDARD ISO 690:2022

The interdisciplinary citation standard **Czech Technical Standard ISO 690:2022**, which has been in force since 1 December 2022 and which is also a recommended citation standard to be applied at TBU, does not contain specific rules for citing of AI outputs.

In accordance with the guidance provided by the expert team of Citace.com, a company which deals with citation and plagiarism and which is behind the popular Citace PRO citation manager, we incline to the opinion that in the current era of the development of AI and the use of the outputs provided by such tools in academic texts, it is most appropriate, in the case of the Czech Technical Standard ISO 690:2022, to cite a specific session or query as a web post (outside social networks).^[5]

GENERAL STRUCTURE OF THE CITATION

Author of the query. [Title]. Online. In: Service name. Version, Date on which the content was created. Available at: Service/distributor, URL/URI. [citation date].



^[5] More information at:

KYTNEROVÁ, Markéta. *Jak citovat ChatGPT*. Online, blog post. In: Citace.com. 12/10/2023.

Available at: <https://www.citace.com/blog/ChatGPT>. [cited 2024-03-18].

→ [Title] – The title is enclosed in square brackets as it has been artificially created. The actual query or an abbreviated form of the query shall be used as the title.

→ Service name – The service you have used to generate the query response, e.g. ChatGPT.

→ Service/distributor – the creator of the service you have used to generate the content, e.g. for ChatGPT, it will be OpenAI.

CHATGPT QUERY EXAMPLE:

When to cite ChatGPT?

GENERATED TEXT PARAPHRASING:

Citing and referencing to information obtained by using the ChatGPT tool should be considered by authors of pieces of writing when they intend to incorporate the content generated by this tool into their thesis, research or publication. When doing so, the author should adhere to principles of good ethical practice and respect copyright (Novák, 2024).

BASIC CITATION EXAMPLE ACCORDING TO THE CZECH TECHNICAL STANDARD ISO 690:2022

NOVÁK, Jan. [Kdy citovat chatGPT?]. Online. In: ChatGPT. February 13 Version, 18/03/2024. Available: OpenAI, <https://chat.openai.com/share/59bf4b4d-877e-4af8-b442-bbc3e5656d7c>. [cited 2024-03-18].

→ → MLA

The MLA citation style (Modern Language Association) used in the humanities and in social sciences, recommends a similar approach. According to the MLA, each specific session or query posed to a given AI tool should be cited. In a bibliographic citation, the question or a description of the session is then stated in the title, followed by the specific tool used.^[6]

CHATGPT QUERY EXAMPLE:

Describe the green light symbolism in The Great Gatsby by F. S. Fitzgerald.

^[6] More information at:
How do I cite generative AI in MLA style? Online, blog post. In: MLA Style Center. March 17 2023.
Available at: <https://style.mla.org/citing-generative-ai/>. [cited 2024-03-18].

GENERATED TEXT CITING:

When asked to describe the symbolism of green light in The Great Gatsby novel, ChatGPT provided a summary containing expressions such as optimism, unattainability of the American dream, greed and envy. Then, when asked to cite the source on which this summary is based, ChatGPT stated that it was lacking “the ability to conduct research or cite sources independently,” however, that it could “provide a list of academic sources related to the symbolism of green light in The Great Gatsby book.” (Novák)..

GENERATED TEXT PARAPHRASING:

The green light symbolizes, in particular, four main things: Optimism, unattainability of the American dream, greed and envy, with envy being probably the most important among them, as it unites all four themes (Novák).

MLA STYLE CITATION EXAMPLE

Novák, J. “Describe the green light symbolism in The Great Gatsby book by F. Scott Fitzgerald.” prompt. ChatGPT, 25 Sept. version, OpenAI, 5 Nov 2023, chat.openai.com/chat.

→ → CHICAGO

The Chicago Manual of Style is also popular in humanities and in social sciences; it states that it is necessary to refer to an AI tool every time you use its output in your piece of writing. Again, a specific session or query posed to the AI should be cited.^[7]

CHATGPT QUERY EXAMPLE:

What is the difference between the left and right hemisphere of the brain?

[7] [4] More information at:
Citation, Documentation of Sources: How do you recommend citing content developed or generated by artificial intelligence, such as ChatGPT? Online. The Chicago Manual of Style. 2023. Available at: <https://www.chicagomanualofstyle.org/qanda/data/faq/topics/Documentation/faq0422.html>. [cit. 2024-03-18].

GENERATED TEXT PARAPHRASING:

The left and right hemispheres of the brain have various specializations and functions, however, although differences between the left and right hemisphere have been described, both are also interconnected and collaborating, therefore, the division into a left and a right brain half is not entirely accurate (ChatGPT, March 7, 2023).

CHICAGO STYLE CITATION EXAMPLE

ChatGPT, reply to the query: “What is the difference between the left and right hemisphere of the brain?”, March 7, 2023, <https://chat.openai.com/chat>.

→ → APA

The **APA referencing style** popular in social sciences uses a different approach to the citing of an AI-generated text. It cites the tool that has generated the text, however, the method of and reason for using AI is, then, described in the actual text. References and prompts entered by AI tools are included in appendices to the thesis.^[8]

.....

EXAMPLE OF CHATGPT GENERATED TEXT:

ChatGPT After receiving the query: “What is the difference between the left and right hemisphere of the brain?”, ChatGPT drew attention to various specializations and functions of both hemispheres, while, at the same time, emphasizing that, although differences between the left and right hemisphere have been described, both are also interconnected and collaborating, therefore, the division into a left and a right brain half is not entirely accurate. (OpenAI, 2023; see Appendix A for full transcript of the session).

.....



[8] More information at:
McADOO, Timothy. How to cite ChatGPT? Online, blog post. In: APA style. April 7 2023, last updated February 23, 2024. Available at: <https://apastyle.apa.org/blog/how-to-cite-chatgpt>.
[cited 2024-03-18].

APA CITATION EXAMPLE

OpenAI. (2023). ChatGPT (Nov 5 version) [Large language model].
<https://chat.openai.com/chat>.

→ Statement on the use of AI tools in a piece of writing

When using AI tools in their seminar papers/academic qualification theses, students are encouraged to add a statement on the use of AI to the introductory section, or to add a statement of originality of the thesis to another suitable section of the thesis.



By doing so, the students clearly and transparently declare which tools they have used, to what extent, and give the reason for the use of AI tools.



At the same time, we recommend including the relevant prompt (wording of a question entered into a generative AI tool) or its summary in the attachments.

STATEMENT SAMPLE – ACADEMIC QUALIFICATION THESIS

→ I declare that, when writing my thesis,
I used the AI generative model tool [APPLICATION NAME; APP WEB ADDRESS] for [REASON].
After using this tool, I have reviewed the content and take full responsibility for it.

→ Reference list

This guidance is based on the following documents:

Citation, Documentation of Sources: How do you recommend citing content developed or generated by artificial intelligence, such as ChatGPT? Online. The Chicago Manual of Style. 2023.

● Available at: <https://www.chicagomanualofstyle.org/qanda/data/faq/topics/Documentation/faq0422.html>.
[cited 2024-03-18].



CZECHIA. Act No. 121/2000 Coll., as of 12 May 2000, on Copyright and Related Rights and on Amendments to Certain Acts (Copyright Act) Online. In: *Law for People*. 2010–2024.

● Available at: <https://www.zakonyprolidi.cz/cs/2000-121>.
[cited 2024-03-18].



How do I cite generative AI in MLA style? Online, blog post. In: MLA Style Center. March 17 2023.

● Available at: <https://style.mla.org/citing-generative-ai/>.
[cited 2024-03-18].



KYTNEROVÁ, Markéta. *Jak citovat ChatGPT*. Online, blog post. In: Citace.com. 12/10/2023.

● Dostupné z: <https://www.citace.com/blog/ChatGPT>.
[cited 2024-03-18].

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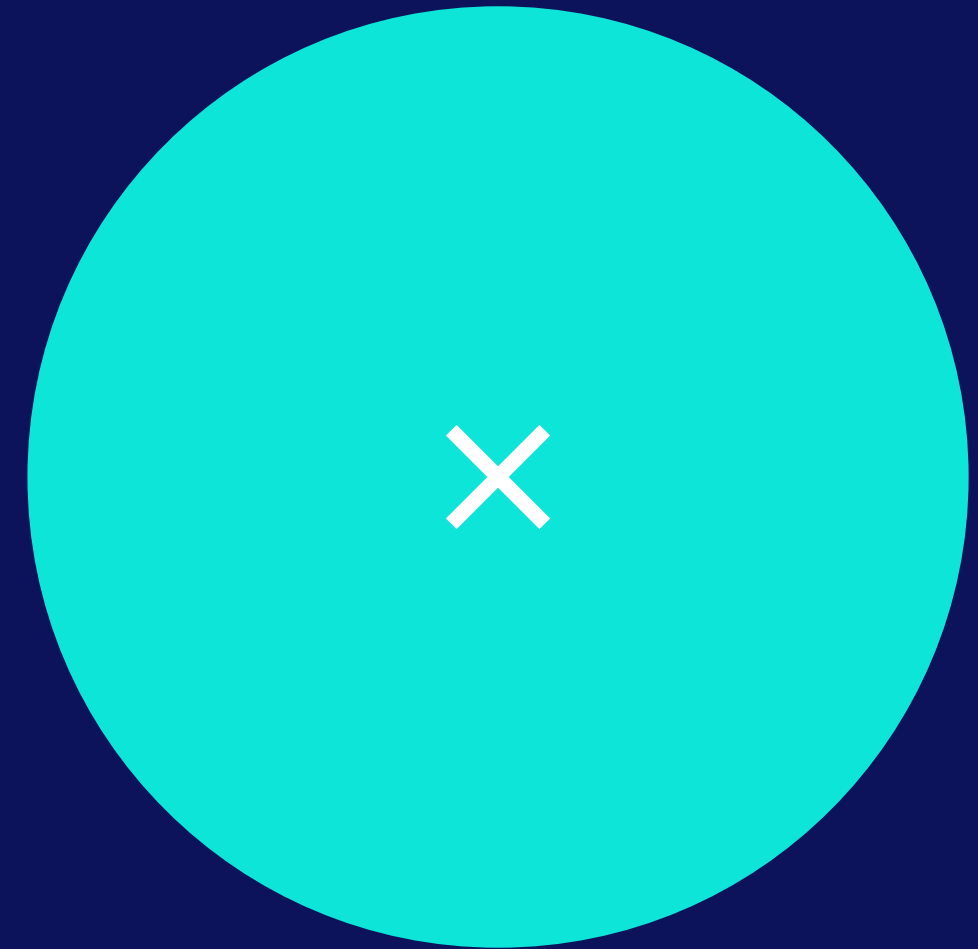
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